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The development and testing of an in-service training program for teacher-counselors in an innovative school.

Joan Quigley Monnig
University of Massachusetts Amherst

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THE DEVELOPMENT AND TESTING
OF AN IN-SERVICE TRAINING PROGRAM FOR
TEACHER-COUNSELORS IN AN INNOVATIVE SCHOOL

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A Dissertation Presented

By

JOAN QUIGLEY MONNIG

Submitted to the Graduate School of the
University of Massachusetts in
partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

December, 1972

Major Subject: Guidance and Counseling

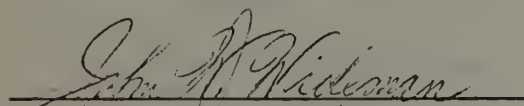
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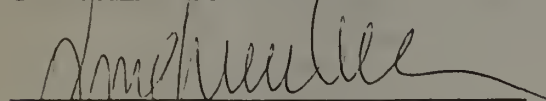
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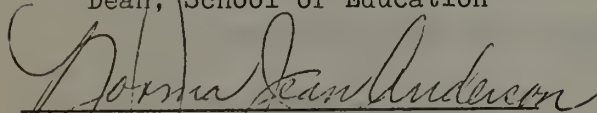
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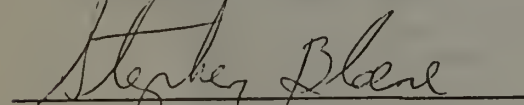
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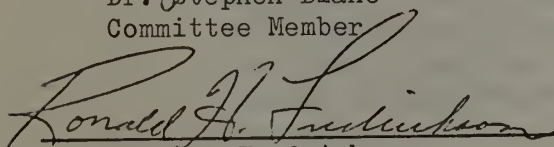
Approved as to style and content by:


Dr. John W. Wideman
Committee Chairman


Dr. Dwight W. Allen
Dean, School of Education


Dr. Norma Jean Anderson
Committee Member


Dr. Stephen Blane
Committee Member


Dr. Ron Fredrickson
Committee Member

December, 1972

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CHAPTER I

INTRODUCTION

The purpose of the present study is to develop an in-service training program for teacher-counselors and to determine whether or not the inclusion of this in-service training program for the teacher-counselor concept would make a significant difference in a teacher's functioning in this role.

Relatively little has been done in the past six decades in training teachers in basic counseling or human relations skills although there has always been an interest in the role of the teacher-counselor. Several mental health and educational leaders have stressed the implicit and explicit counseling aspect of the teacher's role. Contrary to the often voiced complaint that teachers have too much to do already and cannot be expected to take on more work, educational writers have tried to point to the lack of duality in the role of the teacher and counselor. Arbuckle has stated, "The greater part of personnel work and guidance that must be done with children will be done by the classroom teacher or will not be done at all."¹ Educational theorists and practitioners conceive the teacher-counselor role to be essentially one of a relationship between a teacher and a student.

¹ Dugald S. Arbuckle, Guidance and Counseling in the Classroom (Boston: Allyn and Bacon, Inc., 1957), p. 55.

Definition

J. Lloyd Trump, Secretary of the National Association of Secondary School Principals and Director of the Model Schools Project has developed the latest concept for the teacher-counselor role and envisions its operation as one of the main aspects of an innovative, flexibly scheduled school. On the unpublished tape entitled, Teacher Counselors and Professional Counselors of the NASSP Model Schools Project he states, "The purpose of the teacher-counselor arrangement, and this well may be the most significant aspect of the 'humane school' -- certainly an essential ingredient -- is that each pupil is known by one teacher and that teacher is the teacher-counselor."

Trump believes that every school should be a 'humane school;' that is, a school where there is a concern for creating community and developing personal relationships; where learning takes place not only within a building or on a field trip, but permeates a total environment; where curriculum is student oriented; where sequential learning and individual evaluation occur; where there is an emphasis on helping students to be sensitive to other students. In order to develop this individualization, there is a need for each pupil to be known as a total human being.

The teacher has the role of teaching a content area and has the role of advisor to a specified number of students. The teacher-counselor role is essentially a relationship. The teacher-counselor knows each of his students, their interests, abilities and talents, and provides opportunities for him to actualize these interests, talents,

and abilities, both in and out of school. He relates to the student as he goes through this process of discovering himself.

A problem is present in the practical operation of the role in some schools and it is believed that this is due mainly to a lack of a teacher's understanding of the role and a lack of basic knowledge and skills necessary to its proper functioning. In other words, it is this author's assumption that many of the problems with the operation of the teacher-counselor concept stem from a lack of in-service training. Hence the hypothesis is set forth; there will be a significant difference in a teacher's perception and operation of his role with the inclusion of a teacher-counselor in-service training program.

The Need

That there is a need to include training in basic mental health and counseling procedures for teachers has been recognized by many educators and mental health experts. Very little has been done along these lines in teacher-training programs and hence there is a lack of knowledge present among teachers today of human growth and development and the basic techniques of counseling.

A few school systems are becoming more and more aware of this fact and in some communities where the opening week of school is devoted to teachers' institutes, much of the attention is given to the role the teacher plays in mental health and as a counselor to students.

The institutes held in the Detroit School System are an example. The institutes were approximately three weeks in length, contained sessions of two and a half hours each and attendance was

voluntary. Some workshops were set for groups chosen on the basis of a common professional interest, such as elementary school principals, superintendents of the metropolitan area, sponsored by the Metropolitan Detroit Bureau of Cooperative School Services, special education teachers, and the heads of departments of vocational education. These institutes constituted a successful means of bringing the subject of mental health to the attention of a great number of teachers, and were reported upon by Paul Rankin in the Fifty-Fourth Yearbook of the National Society for the Study of Education.

In Symonds and Haggerty's work, The Therapeutic Value for Teachers of the Course in Mental Health, Haggerty concluded that a course in mental hygiene had positive value in helping teachers to effect better adjustment. It increased insight and the capacity to accept the self, as well as the ability to relate present personality trends to past experience. Haggerty believes a course in mental hygiene will help teachers to recognize their influence and responsibility as teachers and to relate pupils' problems to their proper sources rather than believing themselves responsible.

Willey and Dunn in their book, The Role of the Teacher in the Guidance Program also pointed to the need for in-service training of teachers in the area of mental health when they stated that although each teacher must mature in personal mental health, administrators can stimulate, aid, and support this process by making in-service training available through teachers' workshops, meetings, conferences, and institutes.

Dugald Arbuckle in his book, Guidance and Counseling in the Classroom, also points to the need for teacher training in the area of human behavior when he says,

The biggest gap in teacher training programs is in the area of human understanding and human behavior. Few courses in such an area are offered by most teacher training institutions, and the teacher might be better prepared if some of the content and methods courses were sacrificed, and more attention were paid instead to the understanding of human behavior, human problems, needs and motivations, the skills and procedures that might be used in detecting deviate behavior, and ways of helping children come to a more satisfactory understanding of themselves. In many teacher training institutions there are not even elementary courses in measurement,² principles of guidance, psychology of learning, and so on.

In 1969, after conducting a ten year research project through the School Mental Health Services of the St. Louis County Health Dept., Quentin Rae Grant and Lorene A. Stringer claimed that mental health workers'

greatest leverage is encouraging school administrators to develop policies and practices that will support the healthy growth of the total school population. As quickly as it is pointed out to them, school administrators see that the schools have the greatest immediate potential for the primary prevention of emotional disturbance and that it is education, not psychiatry, that can bring the best resources to the positive promotion of mental health.³

Hence, school administrators were encouraged to provide workshops for their staffs in order to sensitize teachers to the meanings of children's behavior and to aid them in their involvement with the preventative aspects of counseling them.

² Ibid., pp. 77-78.

³ M. F. Shore and F. V. Mannino (eds.), Mental Health and the Community: Problems, Programs, and Strategies (New York: Behavioral Publications, 1969), p. 96.

Objectives

It is the objective of this study to develop a teacher-counselor in-service training program for teachers and to test its efficacy with a group of teachers from one school that is attempting to follow an innovative program.

Two basic areas will be included in the program of in-service training; knowledge of basic concepts of the teacher-counselor role and some fundamental counseling skills to facilitate the implementation of the role. The teacher will be introduced to the teacher-counselor role as one that is essentially a relationship.

CHAPTER II

SUMMARY OF RELATED LITERATURE

In this chapter the historical development of the teacher-counselor movement in the United States will be reviewed. Two directions will be included. The first deals with the inclusion of teachers' involvement in guidance services through the twentieth century. The second deals with the training given teachers to prepare them for their role in counseling.

Mostly all the literature cited centers around key authors of each decade of the twentieth century. A review of literature showed no articles that directly addressed studies on the subject of teacher-counselor concept or training.

Ruth Strang, Philip Cox and John Duff in the 1930's; Leslie Chisholm, Clifford Erickson and Mandel Sherman in the 1940's; Ira Gordon, Dugald Arbuckle, Alick Holden, Roy Willey, Melvin Dunn and J. Lloyd Trump in the 1950's and 1960's were the main figures involved in teacher-counselor literature.

The historical development of the teacher-counselor arrangement has been reported through these writings.

Historical Overview

In the first decade of the twentieth century the "guidance movement" began. It had a conscious purpose, detailed objectives, and organization as distinct from an earlier idea of guidance which was viewed as an inherent and unconscious system of transmitting traditions and knowledge from one generation to the next.

The first major contributions to the "guidance movement" in the United States were made by Frank Parsons through his Vocational Bureau of Boston, the National Conference on Vocational Guidance, and the Public School Bureau; Eli W. Weaver of the Boys' High School of Brooklyn; and Jess B. Davis through his Vocational Guidance Bureau in Grand Rapids.

Concurrently with efforts of Parsons, Weaver and Davis the city of Cincinnati, Ohio stipulated six conditions for a successful guidance program. Among them were two conditions which involved teachers directly; -- provision for each pupil to receive guidance from at least one teacher, and a sympathetic and intelligent helpfulness on the part of the teacher.

It is interesting to note that the teacher's role in guidance was explicitly defined by at least one city school system as early as the first decade of this century. Before World War I, the organizational pattern of guidance in secondary schools often involved teachers, under the supervision of their principals, working directly with students.

As a result of post-depression and post-war stimuli, interest in the role that the teacher might play in the guidance program mounted and in 1932 The Role of the Teacher in Personnel Work was first published.

In it, Strang defined the teacher's role in counseling services. "The homeroom teacher is a teacher-counselor. He should spend part of the homeroom or core-curriculum time in counseling

individuals. Because of the informal nature of the homeroom period, he can usually do more work with individuals during this period than the classroom teacher can."⁴ Among his guidance duties was included the testing and registering of students, the intellectual and socio-economic analysis of his class, the gathering of feed-back from his pupils' cumulative records and past teachers, and the making of home visits.

In their counseling role, teachers cover a wide range of contacts, from short casual conversations to a series of hour interviews. Many of these contacts grow out of group guidance. By showing consideration, recognition of good qualities, and interest, the teacher-counselor gradually builds a good relationship out of which a readiness for counseling arises. Instead of having to gain initial rapport in an interview, as the counselor isolated in a personnel office does, the teacher-counselor continues the good relationship he has established in the classroom, core-curriculum class, homeroom, laboratory, shop and playground. Thus, group work and counseling are fused into one effective process.⁵

In her work, Strang makes no mention of formal in-service programs for teacher-counselors but does devote a large portion of her manuscript to observing, rating, testing and interviewing techniques. While techniques supplement the study of individuals, Strang noted that they did not supplant essential personal qualities in the personal worker. Again no provision was made at this time for a curriculum to strengthen personal qualities and skills.

In 1938, Philip Cox and John Carr Duff pointed to the importance of teacher participation in pupil personnel work also.

⁴Ruth Strang, The Role of the Teacher in Personnel Work (New York: Columbia University Press, 1932), p. 184.

⁵Ibid., p. 298.

They published Guidance by the Classroom Teacher. Referring to the guidance role of the classroom teacher they stated, "The effectiveness of any good guidance program depends almost entirely upon the performance of the teacher."⁶

During the decade 1940-1950, Leslie Chisholm and Clifford Erickson continued to portray interest in the teacher-counselor arrangement, and in discussing the role, Chisholm stated,

The real question which any school faces in planning its counseling program is not, shall teachers participate in the work? Teachers do and always will participate anyway. Rather the question is how their contribution in counseling can be made more valuable and properly coordinated with the efforts of other counselors.⁷

Clifford Erickson believed

teachers should be able to relate their own teaching to the best development of the child. They should be able to recognize the effects of their personalities on their pupils, be willing to help pupils with personal problems and should join with the entire staff in studying needs of the guidance program. They should observe and record characteristics of the pupil that have significance in his growth and development, plan activities that will cause pupils to reveal significant characteristics, and report to counselors and others whatever important data they have obtained.⁸

⁶ Philip Cox and John Duff, Guidance by the Classroom Teacher (New York: Prentice-Hall, Inc., 1938), p. 72.

⁷ Leslie Chisholm, Guiding Youth in the Secondary School (New York: American Book Co., 1945), pp. 183-184.

⁸ Clifford E. Erickson (ed.), A Basic Text for Guidance Workers (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1948), p. 7.

Mandel Sherman from the Mental Health field made a contribution to the training of teachers during this decade with his book, Mental Hygiene and Education. The purpose of his book was to aid teachers in discovering and understanding the emotional and personality problems of their pupils and to institute classroom treatment. He described kinds of problems that could not be dealt with adequately in the classroom and which should be referred to a specialist in the mental health profession for treatment. He viewed the teacher as naturally forming a link between this specialist and the child. If educational training was to include a systematic effort to aid children in developing into well adjusted personalities, then the teacher had to take a leading role in this attempt.

In summary, during the 1930's - 1940's, counseling and guidance in the schools was conceived as an educational process, complimentary to classroom procedures, in which individual students were provided with opportunities to explore aspects of themselves and their world. Several concepts that are being proposed for the teacher-counselor program today were already in existence at this earlier date.

That each student be given the opportunity to develop a relationship with an adult in the school was mandated in the first decade of this century by the Cincinnati School System. It set, as a condition of a successful guidance program, provision for each pupil to be known and receive guidance from at least one teacher.

That teachers be responsible to know the cumulative history

of the students they are counseling and to gather feed-back from their students' other teachers was suggested by Strang in 1932.

Strang also suggested the need to accommodate students in counseling sessions -- an hour long, if necessary. Individual counseling sessions are an essential part of the teacher-counselor arrangement as it is conceived in the innovative school.

Erickson noted the importance of teacher-counselors being involved in the entire guidance program and being involved in its development, thereby giving them an essential place in guidance services in the school. Today, teacher-counselor programs envision the teacher taking over the function of guidance in the school and leaving professional counselors the role of long range, indepth counseling. This was also pointed to by Mandel Sherman when he cautioned teachers to be aware of behavior in their pupils that was serious enough to refer to a specialist.

And finally, Erickson also emphasized the importance of teachers planning activities that would cause pupils to reveal significant characteristics. This is akin to the idea that the teacher-counselor in the innovative school today provide opportunities for each individual to discover his interests, talents and abilities, and to explore aspects of himself and his world.

In the 1950's - 1960's, a major contribution to the teacher-counselor role was made by Dugald Arbuckle in his books, Teacher Counseling, and Guidance and Counseling in the Classroom.

Arbuckle "was one of those who helped to develop the concept of the teacher-counselor, and wrote what was probably the first book on this subject."⁹

Other contributions during this decade were made by Ira Gordon, Harold Bernard, C. Evans James, and Franklin Zeran.

Arbuckle stated his philosophy on the role of teachers as guidance workers when he said, "The greater part of personnel work and guidance that must be done with children will be done by the classroom teacher or will not be done at all."¹⁰ And

our philosophy should include an abiding faith in the capacities of children and their potential for good... The place of the teacher in counseling, in turn, has been sharpened by the advent of the non-directive or client-centered approach to counseling. Books by Rogers have emphasized the importance of the client-centered approach in teaching as well as counseling.¹¹

Arbuckle was the first to detail the difficulties facing teacher-counselors and to point to possible pitfalls.

The teacher, functioning in his role of content teacher, is always aware of group reaction. In the counseling situation, the teacher-counselor gives the student full rein to express his feelings, even if it means personal attacks against the counselor. The insecure teacher will have difficulty here.

⁹Dugald Arbuckle, Counseling: An Introduction (Boston: Allyn and Bacon, 1961), p. 236.

¹⁰Arbuckle, op. cit.

¹¹Ibid., p. 56.

The question of responsibility toward society and responsibility toward the student often creates difficulties, as it poses an ethical and legal problem. Another difficulty for the teacher-counselor is getting out of a more overt teaching role and getting into the less dominant learning role. There is no question as to the undesirability of counselor domination in the counseling process. The counselor's role is one of listening and clarifying in a quiet, unobtrusive and accepting way. For the dominant, aggressive and continually talking teacher, the transition will be difficult.

Arbuckle also points to other difficulties involved in the transition from teacher to teacher-counselor as ones having to do with discipline; with the rigid and unbending teacher for whom it is difficult to be accepting; and for the teacher with a lack of training in human behavior.

As to the in-service training of teacher-counselors, Arbuckle made no mention of separate training programs for teacher-counselors but lamented the fact that few courses in the area of human behavior were offered by most teacher training institutes. He hereby implied that the teacher should receive aspects of his counselor training while at the teacher training institute.

Arbuckle did not feel though, that because of this lack of training, the teacher could not function as a counselor. He stated,

If we think of counseling from a more client-centered point of view, where the chief function of the counselor is to create a learning climate so that the student may develop and grow, and so come to be more capable of solving his own intellectual or emotional problems, then the

lack of professional training, while still serious and undesirable, is not so important in determining the ineffectiveness of the teacher as a counselor. It might be stated this way; if the professional training of the teacher really does make him an effective teacher, then there is a good possibility that he will be able to function effectively as a counselor. If he is not effective as a teacher, whether it be due to his training or to some other lack, then it is unlikely that he will be effective as a counselor.¹²

Ira Gordon's book, The Teacher as a Guidance Worker had as its purpose the provision of knowledge and skills to aid the teacher in functioning as a counselor. He conceived the teacher-counselor role as follows:

Our point of view is that the teacher is not a professional counselor but that he serves in many situations as a front line counselor. The reality factors of school life require him to know and understand the counseling process and point of view and he can function effectively in helping individuals through the establishment of counseling relationships.¹³

Bernard, James and Zeran in Guidance Services in the Elementary School did not speak about the teacher-counselor directly, but when they said, "It is only after the teacher had been able to identify the pupil's varied characteristics and has assisted him to understand himself that she is in a position to plan meaningful educational experiences for him,"¹⁴ they are obviously describing the function of a guidance worker as well as a teacher.

¹²Ibid., p. 78.

¹³Ira J. Gordon, The Teacher as a Guidance Worker (New York: Harper & Brothers Publishers, 1956), p. 266.

¹⁴Harold W. Bernard, C. Evans James, Franklin R. Zeran, Guidance Services in the Elementary School (New York: Chartwell, 1954), p. 7.

More seemed to be added to the teacher's role during the 1950's than had been expected in the past. The teacher at this time was expected to carry on certain "guidance" functions as a part of his role and maintain relationships with his students. That one relate to his students was a key factor. Arbuckle believed it was unlikely that the ineffective teacher would make an effective counselor. This is akin to Trump's idea that a teacher who is not able to handle the role of teacher-counselor, because he cannot maintain relationships with students, will not make an effective teacher either. So much of teaching calls for relationship, as noted by Ira Gordon when he said, the reality of the school situation calls for relationships.

The 1960's witnessed a development in the teacher-counselor area in that more literature was devoted to the training of teacher-counselors, the selection of teachers and the possible problems facing the teacher-counselor. The role seemed to be defined by this decade and while interest was sustained in defining aspects of the role, interest turned to the selection, training, and possible pitfalls involved in the teacher-counselor arrangement. Some studies were conducted on faculty-advisory programs, but for the most part these dealt with college programs. Roy Willey, Melvin Dunn, Dugald Arbuckle and Alick Holden were the main contributors to the literature during the 1960's. J. Lloyd Trump has made a substantial contribution to the role of teacher-counselor during these years also, but most of his work in this area is yet to be published.

Willey and Dunn's contribution is found in their book, The Role of the Teacher in the Guidance Program. In it they stressed the importance of teachers maintaining an atmosphere conducive to good mental health. They view the role of the teacher in the guidance program as one of meeting the emotional needs of students. They stress the acceptance of students for themselves, of giving the student a sense of belonging and of developing independence of thought and action and the freedom to be creative. Willey and Dunn believe the teacher's role is basically a preventative role as the satisfaction of these basic needs is important to each student if the need for psychiatric and clinical help in later life is to be diminished.

The effective teacher-counselor, although Willey and Dunn never refer to the teacher with this title, is for them one who has knowledge of human growth and development and knowledge of basic techniques for evaluating student growth. They view the teacher as a team member who is an important functionary in the guidance program. The teacher-counselor engages in short period counseling, or interviewing and uses such group procedures as role playing, human relations, discussions and sociometry.

Willey and Dunn include various procedures for in-service training of teachers in mental health. They believe that in-service training, including workshops and group discussion sessions will aid teachers to gain greater understanding of themselves and of children generally. They believe that the in-service training sessions should provide teachers with the techniques they need to facilitate forming

counseling relationships. They also suggest that the in-service training give teachers a basic vocabulary in clinical terms. The explanation of behavior is simplified if the teacher understands terms and concepts with which the clinician must deal. Terms such as tensions, anxieties, self, and insecurity were suggested as basic terms a teacher must be familiar with in order to appreciate the interpretation of the clinician.

In pointing to the responsibility school systems have in providing help to the teacher in dealing with severely disturbed children, Willey and Dunn emphasize the need for psychiatric social workers in the school setting. Through in-service training, teachers learn to identify those of their pupils who are in greatest need of specialized attention and treatment. Other consultants for in-service training include a psychiatrist, clinical psychologist, social worker, speech therapist, and guidance specialist. Much of the work of these consultants consists in working with teachers rather than with individual pupils.

On the topic of recruitment of teachers and teacher-counselors Willey and Dunn believed careful screening was necessary. They suggested that appropriate training in mental health should be provided at the pre-service and in-service levels by experienced personnel. They believed it was crucial that this training include mental hygiene, child psychology and elementary concepts of guidance and counseling. They suggested that much information concerning the personality of the prospective teacher should be secured during the training period in professional education. Only those who themselves

are well integrated personalities can develop emotionally mature students.

In 1969, Alick Holden published his book, Teachers As Counselors. Its theme, as can be gleaned from the title, dealt with the personal counseling of adolescents by teachers in their schools. Its unique contribution consisted in the selection and training of teacher-counselors and the difficulties that the role would create along with some possible solutions.

Holden believed not all teachers were potential counselors. Selection was a very important step in the successful functioning of the teacher-counselor program, and certain personal qualities needed to be present in the perspective counselor. He did not believe the qualities could be inculcated but rather that they needed to be there from the start. He mentioned, the qualities of tolerance, patience, sympathy and understanding, the ability to accept criticism and to see situations as others see them, the capacity for thoughtful and attentive listening, stability, dependability and the absolute capability of keeping confidences, as some of these qualities.

He believed selection presented certain professional problems, concerning professional status and advancement, but thought these problems irrelevant to the outlook and function of the teacher-counselor. He suggested that selection needed to be rigorous as a step toward a new form of professional involvement.

Holden suggested that certain consideration of age, professional experience and competence be observed, but he did not think these need be specifically intellectual or academic. The final

arbiter of suitability should be a residential selection conference lasting two days in which candidates be assessed by a team of senior teachers, counselors, and specialists in the mental health field.

Regarding the training of teacher-counselors, Holden suggested it include an intensive one week course, and continued in-service training in the form of a post course and support.

Included in the intensive course, Holden suggested selected readings, small group discussions and the covering of such topics as the nature of personal counseling, the society of the adolescent, adolescent development, the nature of teacher-student relationships, communication and feedback in counseling, external supporting agencies and the teacher-counselor's problems in relation to teaching, colleagues, and parents.

Holden had much to contribute on the difficulties the role would create and some possible solutions.

Among the variety of problems counseling presents, Holden cited the teacher's duty as an agent of his society, the effects of counseling upon relations with colleagues, stresses caused by the privacy of counseling, exploitation of counseling by unscrupulous clients, effects of counseling upon formal work and discipline, and effects of counseling upon relations with parents and school governors. Some of these problems are for the counselor to solve in his relations with his colleagues and with parents and school administrators. Others involve ethical and moral issues, as well as family situations. Others of these problems are connected with his own personality, attitude and

behavior. Holden believes all these problems are soluble. He notes that the field of teacher-counseling is relatively new in educational circles, that it is still viewed with some doubt, but believes there is a growing body of opinion and social demand, which advocates its extension.

In addition to the problems already cited by Holden and previously stated by Arbuckle in the 1950's, Arbuckle in Counseling: An Introduction (1961) further mentions the selection of teacher-counselors who cannot function adequately in the role. Although many steps are taken to screen teachers for the role, there will inevitably be poor placement at times and this creates difficulties. This is especially acute as a problem, because the extent to which teacher-counseling becomes accepted and recognized depends upon the selection of counselors who demonstrate personal integrity.

Although most of his work on the teacher-counselor role is yet to be published, J. Lloyd Trump has contributed to the field through the National Association of Secondary School Principals Model Schools Project. His concept of the teacher-counselor is based essentially upon a supportive relationship as the core of a school's program.

He notes that professional counseling in guidance programs have in the past been one alternative to provide such relationships, but have proven ineffective due to a counselor-student ratio problem. Trump points to the fact that many students are not known under this system and that those students who are seriously in need of the professional counselors' services are often neglected. Hence, because the

professional counselor is meeting once or twice a year with all students, he is not fulfilling his main function of personal counseling.

Added to this problem, Trump deals with the innovative school as opposed to the traditional school, and views an additional need for teacher-counseling in this type of school. In the innovative school, the development of individualization, through the quantity and quality of independent study, sequential programs of learning, and individual evaluation, calls for opportunities for students and teachers to relate in stimulating and rewarding experiences. The more unstructured the school program is and the more use that is made of the wider community, the more need for relationship to hold the school community and learning process together. The teacher-counselor, or teacher-advisor program, as Trump now terms it, is basically one of facilitating relationships between the students and adult figures in the school.

Ideally, Trump's plan proposes that every student in the school be known as a total human being by at least one adult staff member. Much time throughout a student's four years is provided for him to meet with his teacher-advisor in order to form this relationship -- to search out his interests, abilities and talents with an understanding adult -- to examine opportunities that suit his individual needs -- and to account bi- or tri-weekly for the use he is making of his unstructured or self scheduled time.

The role of the teacher-counselor calls for the advisor to enter into this relationship and in a non-directive manner guide the

student while he is "in search" of himself.

Trump points to the problems of selecting and screening teachers who can take on the role of teacher-counselor, and also views in-service training as an essential ingredient to the success of the teacher-counselor program. Personal experiences with teacher-counselor difficulties have pointed to a lack of knowledge and understanding of the role and its relation to the professional counselor's role on the part of the teacher-counselors.

Summary

A review of related literature has traced the definition of the teacher-counselor role, the selection of teachers and in-service training recommendations, possible pitfalls and problems connected with the teacher-counselor role from the beginning of the century to the present.

Little is known in the first two decades of this century about the role, but we have a mention of its existence in a Cincinnati school system before 1930. In 1932, a great deal of attention and publication was given to the role by Ruth Strang and hers is the earliest writing of a detailed nature on the role. Recommendations for the need of specific in-service training came in the 1940's and many of the recommendations came from specialists in the mental health field. In the 1950's, Arbuckle wrote Teacher Counseling, and later claimed that his was the first book devoted to the topic. In the 1960's, a shift was made from defining the role to specific suggestions for the selection and training of teacher-counselors, particularly by Willey, Dunn and Holden. During the past three years, J. Lloyd

Trump has incorporated and redefined the role for use in the innovative school. Based upon an historical view of the concept, this logically leads to the need to develop and test an in-service training program for teacher-counselors in the innovative school.

Furthermore, the research has indicated that the role of a teacher-counselor is a new role. It is not a role that has been traditionally held by a teacher or a counselor. It is a role that is new and unique. It is a role that is being developed and tested in the innovative school.

There are several reasons why this is so. First, the role of a teacher-counselor is a new role. It is not a role that has been traditionally held by a teacher or a counselor. It is a role that is new and unique. It is a role that is being developed and tested in the innovative school. Second, the role of a teacher-counselor is a new role. It is not a role that has been traditionally held by a teacher or a counselor. It is a role that is new and unique. It is a role that is being developed and tested in the innovative school. Third, the role of a teacher-counselor is a new role. It is not a role that has been traditionally held by a teacher or a counselor. It is a role that is new and unique. It is a role that is being developed and tested in the innovative school.

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CHAPTER III

IN-SERVICE CURRICULUM - PART I

Rationale for Curriculum Selected

When Strang defined the teacher's role in counseling services, she stressed the informal structure of a teacher-counselor situation. Much of the teacher-counseling grew out of short, casual conversations where rapport was built in a very natural way. This rapport was often the extension of a good relationship started in the classroom.

From the author's observations, this is an area today in American education that needs to be recaptured. The multi-structures of American educational systems seems to have militated against this natural rapport between student and teacher. Teachers often confess they do not know how to talk to students. They feel secure if subject matter, homework, etc. is discussed, but to simply chat with students is difficult, a threat, or tragically, a lost art.

Strang did not offer any assistance by way of in-service curriculum to help teachers cultivate this essential quality. Perhaps, at that time, it was not necessary.

It is within the area of establishing rapport, and enabling teachers to build relationships with students that the overall in-service curriculum, here proposed, is based.

The five skills developed during the in-service workshop to assist teachers in meeting this goal are listening skills, recognition

of non-verbal communication, non-directive ways of responding to students, role communication skills, and development of an accepting atmosphere.

The first part of the workshop curriculum deals with the concept of the teacher-counselor arrangement, the teacher's role and function in it, the teacher-counselor's relationship to the professional counselor, possible difficulties, pitfalls, and advantages inherent in the arrangement.

The second part of the workshop deals with basic counseling techniques and the development of skills. Mager's behavioral objectives model is adapted and skills are learned through a highly defined process of cognitive learning, role-playing, self and group supervision and evaluation.

The teacher-counselor concept, the teacher-counselor's role and function, and the teacher-counselor's relation to the professional counselor is based on that of J. Lloyd Trump's Model School Project. It has been designed for the innovative school, has very definite criteria, and requires a setting that has individualized instruction as its goal.

The section on possible problems, pitfalls, and advantages is based upon Dugald Arbuckle and Alick Holden's works and experiences of this author in working with schools and faculties.

The basic counseling techniques and the five skills chosen were primarily selected because of the author's belief that these were the most needed techniques and skills to achieve the goal of

developing relationships between teachers and students and thereby humanizing a school. They were also selected because of the suggestions of some of the educators reviewed in the summary of related literature.

Holden, in his writing, stressed the importance of attentive listening. Strang noted that the natural rapport developed in the classroom was a basis for an accepting atmosphere in a teacher-counseling session. Arbuckle, a Rogerian, developed the approach of the teacher-counselor along non-directive, client-centered concepts.

Teacher-Counselor Concept

The overall goal of a school where the teacher-counselor concept is employed is the development of the 'humane school.' In this school each individual matters a good deal and has a program to suit his interests.

A large portion of the student's time in the 'humane' school will aim at individualized learning. The five essential factors of individualized learning must be included in the program. These factors are independent study, sequential learning, individual evaluation, sensitivity development, and the opportunity for student-teacher relationships.

In order that the overall goal be that of a 'humane' school, relationships between students and teachers must be found at its core. Before any cognitive learning takes place, relationships must be formed. The school, having placed great emphasis on human relations, facilitates the matching of personalities, perceptions, and interests

of students and teachers. Ideally, each student in the school has a teacher-counselor and each teacher functions in the role of teacher-counselor.

A good deal of the student's time is unstructured and the mode of instruction is radically different from what is found in the traditional school. Each class is student-centered, not teacher dominated. Each course allows for at least forty percent of individualized learning for each student. The student may proceed through a course at his own pace. Some students will complete a course in six months, whereas other students may take nine months, and still others, twelve months. The forty percent of individualized learning within each course allows each student to pursue his unique and particular interests within the course's framework. This, of course, requires a great deal of work on the teacher's part. The teacher must prepare individual learning packets for his students and together the teacher and student must work out behavioral objectives.

Students are evaluated against themselves. Again, this is different from the group grading and group comparisons made in a traditional school. A folder of a student's individual progress must be kept and he is evaluated against his past performance.

Through the use of small group discussions and seminars, students develop sensitivity one for the other. The implementation of a great amount of teacher-student contact on a one to one basis allows for viable student-teacher relationships.

The teacher-counselor functions as a friend, a guide, an

advocate, a person in search with a student as he, the student, discovers himself. The teacher-counselor aims to know each of his students as a total human being. He is the person with whom the student talks about his overall development, his problems -- personal or academic, his interests, his dreams, his goals, his future. With his twenty to twenty-five students, the role of the teacher-counselor is primarily that of listening.

The teacher-counselor employs a non-directive approach, tries to provide the student with an accepting and supportive atmosphere, and he, himself, believes in the uniqueness of each individual. In other words, he assists the student in becoming his best self. Ever watchful of the student's verbal and non-verbal behavior, he helps the student clarify his perceptual field and his feelings. He does not impose his own values, but rather, aids the student as he develops his values.

The teacher-counselor helps students make decisions about the use of their unstructured time. For this reason, along with the development of relationship, the teacher-counselor sees each of his students every ten or fifteen school days for a period of about twenty minutes. This is not a haphazard meeting, but rather a regularly scheduled meeting, preferably on the same day and at the same time every two or three weeks.

It is also the teacher-counselor who confers with a student's subject teachers as to his progress or lack of progress and keeps the student's parents or guardian informed.

The teacher-counselor is often the liaison person between the student and outside agents, i.e. college placement officials, employers. It is also part of the teacher-counselor's function to act as a liaison person with the community agents with whom the student carries out much of his individualized learning in an extended classroom program. It would also be a part of the teacher-counselor's role to provide opportunities and experiences with persons in the community as each of his students proceeds through his career development.

In order for the teacher-counselor arrangement to work, there must be an equal amount of unstructured time for teachers as there is for students. A portion of the teacher's unstructured time is used in his teacher-counselor functions. Theoretically, if a teacher has twenty-five students for whom he is a teacher-counselor and if he meets each of these students every fifteen days for a period of twenty minutes, he should devote approximately three and a half hours of his unstructured time per week to the teacher-counselor role.

Teacher-counselor Relationship to Professional Counselor

The teacher-counselor arrangement in a school greatly enhances the effectiveness of counseling services. Presently, it is impossible for the professional counselor to give adequate attention to the average case load of two hundred and fifty to three hundred counselees.

With the teacher-counselor concept, we no longer speak of one professional counselor for two hundred and fifty students, but of one professional counselor for twelve teacher-counselors. It is the professional counselor who oversees the functioning of teacher-counselors,

and conducts group meetings with each group of twelve teacher-counselors. He does this for the purpose of training teacher-counselors and consulting on case studies. He is also the person to whom students and faculty have recourse should a switch in teacher-counselor and student pairing be needed, or to whom conflicts between teacher-counselors and students are referred.

The professional counselor also takes referrals from the teacher-counselors when they discover students who have more serious personal, emotional or social problems than the teacher-counselor has the skills and background to handle.

Central files on each student are usually kept in the counseling office and each teacher-counselor records the meetings and interview summaries that he has had with each of his counselees. Since the teacher-counselor keeps the same students as counselees for the duration of each counselee's attendance in the school, it is the teacher-counselor and not the professional counselor who gives the student recommendations for his future placement.

The professional counselor is also no longer involved with scheduling changes, as the teacher-counselor, student and department heads work out any changes.

The role of the professional counselor is mainly one of counseling students, consulting with teacher-counselors, and supervising the teacher-counselor arrangement.

Possible Problems and Pitfalls

It would be unrealistic to think a teacher-counselor program can function at its onset without difficulties and problems.

Teachers, who traditionally were primarily concerned with the teaching of subject matter, find a changed role with the teacher-counselor arrangement. Relationship with the student is now the primary factor. Even as a subject teacher in an innovative school, the teacher must be concerned first with the student, his interests and abilities before an individualized learning program can be developed for him. To a degree, there is now a duality of role, that of teacher, and that of teacher-counselor. However, the attitudinal stance toward the student is the same in both roles. Only the functions of the roles are different. As teacher, the faculty member knowing the student's interests and abilities operates as a facilitator in the student's learning process. As teacher-counselor, the teacher operates as a facilitator in the student's overall developmental and growth process.

While the duality of role may present a problem initially, it should begin to disappear as the traditional teacher's attitudinal image of himself changes. The teacher becomes primarily interested in the student as a person and the individualized program of studies best suited to his needs.

Another possible problem for the teacher-counselor is in the area of new kinds of decisions that he will be called upon to make. As a teacher in a classroom setting, his primary responsibility was to a group of students. As a teacher-counselor in a counseling setting, his primary responsibility is to the individual he is counseling. Hence, if a student in a classroom setting were to disrupt the larger

society for whom the teacher is mainly responsible, a set of decisions is made by the teacher which may well subject the needs of the individual to the good of the whole. If in a counseling situation the same behavior was displayed, the decisions made by the teacher-counselor would be of a very different nature. The student is the only one to be considered when dealing with the behavior and his influence on others is not present. Hence, the teacher-counselor takes another set of criteria into account when making decisions. This has many ramifications for the teacher hitherto not experienced in making decisions concerning students and their individual problems. Many times these decisions involve a degree of risk on the part of the teacher-counselor and put him in a position of taking more responsibility for the student in his effort to honor confidentiality.

Another possible pitfall is in the area of confidentiality. Too many students have been sold short because teachers could not bear the burden of confidentiality. Teacher-counselors may not disregard the student who has revealed confidential material. He must become involved with the student and his problems. At first, teacher-counselors are often frightened by the revelations students make to them. The temptation is to immediately refer the student to someone else. Except in the case of severe emotional, social or personal problems, the teacher-counselor should support and counsel the student himself. He may ask the student's permission to consult with the professional counselor about the problem, but should see the student through the difficulty.

When a school first adopts the teacher-counselor arrangement, there may also be some difficulty between teacher-counselors and their colleagues. Often a teacher is threatened by the fact that students will disclose material about their functioning in the classroom setting. Most assuredly, teachers will hear about personality conflicts and other teachers' classroom activities when participating in the role of teacher-counselor. It is at this point that a teacher may think it is his right to know what a student has disclosed about him (the teacher) to the teacher-counselor. The teacher-counselor will need to stand firm under this type of pressure and protect the confidence of the student. Objectivity and maturity on the part of the staff is what is needed here.

The view that teacher-counselors hold, and the use that teacher-counselors make of their relationships with students is another area that invites examination. If teacher-counselors lose their objectivity or use the relationships to fulfill unsatisfied needs, many problems will result. Students will not be helped and an effective teacher-counselor program will not exist.

Additional Advantages

Two advantageous by-products of the teacher-counselor program often surface when all teachers are involved. These are the unification of faculty and a balancing of the academic program.

It is not uncommon to find a great deal of isolation among academic departments in the traditional school. Often, members of one department are not aware of another department's curriculum.

They scarcely know other department members and are quite isolated in their own departmental offices and classrooms. This has often led to a lack of unity among faculty members and a lack of coordination in the program of studies. Often, there is an overlapping of course offerings and a repetition of course material. There is little inter-departmental planning in a school where departmental isolation occurs.

With the incorporation of the teacher-counselor program, teachers are forced out of departmental ghettos, and into the mainstream of the school. Because of a teacher-counselor's contact with all segments of the student body, he becomes aware of the curriculum in other departments. As a subject teacher himself, he can better gauge the relevancy of his program to that of other programs. He becomes more aware of the alternative modes of instruction in use in the school, and is often challenged to revamp an outdated curricular offering or method of teaching.

It has often been found that once teacher-counselors become aware of student's curricular problems they become more sensitive to the student's needs and less interested in their own needs to teach certain courses or areas within a course. Hence, the overall instructional program becomes updated, and more related to student's interests.

Teacher-counselors find a greater degree of unity among faculty members. This is often brought about by consultation with other subject teachers, and through case studies where varied

department members are present.

Though not aimed at directly or set as a goal for the teacher-counselor program, these two advantages of more unity among faculty members and an improved instructional program have been a welcome asset of the teacher-counselor arrangement.

IN-SERVICE CURRICULUM - PART II

From the many basic counseling theories, a Rogerian approach has been chosen as the main thrust in the in-service training program of teacher-counselors.

One of the main reasons for choosing this approach is that teachers from traditional schools of education and educational systems have operated mainly in teacher-directed, teacher-dominated classrooms. It is a difficult task for the teacher-counselor to switch to a non-directive role when beginning teacher-counselor functions and he needs a great deal of assistance and support in mastering non-directive approaches.

The creation of a supportive and permissive atmosphere where the individual student feels comfortable, safe and unthreatened is all important. The teacher-counselor must believe in the uniqueness, worth and significance of each individual student he counsels and must believe in the individual's ability to be self directive. He must allow the student to choose his own values, goals and standards. In a word, he aids the student to become who he truly is.

During this process, the teacher-counselor aids the student in clarifying his own values and attitudes, helps him in making better choices and wiser decisions and attempts to relieve student anxiety. He does this with the hope of facilitating the growth and developmental processes for the student.

With these as teacher-counselor goals, the training sessions of days three and four concentrate on listening skills, observation and recognition of non-verbal communication, non-directive ways of responding to students, role communication and atmosphere setting.

Through the use of large group instruction and small group discussion, the five skills are explored on day three.

The counselor/facilitator gives input on the concept, use and importance of the five skills. The goal of these sessions is that each trainee acquire a feel for the denotation and connotation of each skill.

To acquire good listening skills, three areas are explored. The freeing of the mind from distractions and prejudgements in order to hear what is said; the developing of retentive powers in order to remember what is said; and the restating of what is said for the purpose of clarification are areas that are studied and discussed.

In analyzing the recognition of non-verbal communication, communication without words, emphasis is placed upon body and muscular movement, facial expression, voice tone and all forms of observable affect. Demonstrations are heavily relied upon and a thorough discussion by participants is encouraged to assure understanding.

To teach non-directive ways of responding, the basic counseling skills outlined in Appendix D, and defined in In-Service Curriculum - Part II, Skill Three are used. Examples for each counseling technique are given and teacher-counselor trainees create their own examples until an understanding is acquired.

The material in In-Service Curriculum - Part I is the basis for role communication skill sessions. This skill, having been covered on day two is not repeated on day three. And finally, to explore the setting of an atmosphere of acceptance, Rogers' philosophy described in his book, On Becoming a Person, is emphasized as well as the six techniques outlined in In-Service Curriculum - Part II, Skill Five. Examples of each technique are given, and the teacher-counselor trainees discuss and practice the techniques until they have a feel for each skill.

The major part of day three consists of small group discussions of the skills. The definition of each skill is discussed until each person has a feel for the denotation and connotation of the skill.

Skill One - Listening

This skill was chosen for the workshop because of its importance in the communication process. It was also thought that a teacher who traditionally functioned in a "telling" role would now need to be aware of and understand the importance of the "listening" role of the counselor. Because of the great need students have to talk out the problems and difficulties they face in their maturing process, it is necessary to provide them with good listeners.

Teacher-counselor trainees practice listening skills with attention to what is being said, to retention of the material, and to recall of the material. Through feedback exercises, related material is restated for the purpose of clarification and understanding. The importance of giving a student the feeling that one is present to them and with them is stressed. If there is clarity of understanding and correct interpretation of what is being said, the student feels the teacher-counselor is really listening to him.

The listening exercises give trainees a chance to evaluate and strengthen their listening powers, and hopefully, will make teacher-counselor trainees more aware of the importance of listening in the counseling role.

Listening Exercises

Purpose: To help teacher-counselor trainees develop a fuller awareness of the importance of attentive listening, retention and recall procedures in counseling.

Prior to this session trainees prepare an autobiographical account that they can use in a role playing situation.

1. Teacher-counselor trainees are split into triads.
2. One trainee in the triad takes the part of counselor, another the part of a student and another the part of an observer.
3. The student trainee role plays an initial interview and relates his autobiography to the counselor trainee. The counselor trainee enters into dialogue with the student trainee and must aim at retaining as much of the autobiographical information as is possible without taking notes. The session lasts five minutes.
4. The observer trainee takes a passive role in the session and is ignored by the student and counselor trainees. He does, however, listen and try to retain the autobiographical information.
5. At the end of the role playing session, the counselor trainee is given three minutes to jot down words or phrases related to the autobiographical information received.
6. A feedback session of five minutes follows. The counselor trainee checks out the accuracy of his data with the observer and student trainees. Any erroneous autobiographical material that has been recorded by the counselor trainee is eliminated. All recorded data that has been correctly interpreted to the satisfaction of the student trainee is counted. A minimum of fifteen words or phrases representing autobiographical facts and statements should be recorded.
7. Members of the triad rotate roles and repeat the exercise until each member plays each role.

Listening Exercise

Prior to this session trainees prepare an opinionated account of a controversial issue that they can use in a role playing situation.

1. Teacher-counselor trainees are split into triads. These are different from the previous composition.
2. Two trainees take part in the discussion of a controversial topic. The third trainee acts as observer and supervisor.
3. Trainees #1 and #2 proceed to discuss the topic. Before either trainee can make a statement or response, he must repeat the previous trainee's statement. This restatement and interpretation must meet the satisfaction of the trainee and the trainee observer.
4. The exercise lasts five minutes. After each statement is made and before each response is given, restatement, clarification, and acceptance of interpretation are required.
5. Members of the triad rotate roles and repeat the exercise until each member plays each role.

Skill Two - Non-Verbal Communication

The skills of recognition and response to non-verbal behavior are included in the workshop because they are considered additional tools to facilitate communication.

It is believed that teacher-counselor trainees who are aware of what is communicated through non-verbal behavior will be more successful in understanding the students with whom they work.

The teacher-counselor trainees are directed to watch body posture and body movement, muscular tension and relaxation for clues to the emotions being felt. They are also attentive to voice quality, voice tone, to facial expression and to all obvious behavior such as tears, laughter, etc.

The trainees practice relating emotions non-verbally themselves, and recognizing and responding to non-verbal communications from others. It is hoped that through these exercises, the trainees will become more aware of the power of non-verbal communication and the importance of it in interpersonal relationships.

Non-Verbal Communication Exercise

Purpose: To help teacher-counselor trainees develop a fuller awareness of the importance of non-verbal behavior, of its recognition, and of their response to it.

Prior to this session trainees prepare an account of a problem that can be used in a role playing situation and that includes the non-verbal communication of four emotions.

1. Teacher-counselor trainees are split into triads.
2. One trainee in the triad takes the part of a student, another the part of the counselor and another the part of an observer.
3. The student trainee role plays an interview and relates his problem to the counselor trainee. While relating his problem the student trainee communicates four emotions non-verbally. The counselor trainee counsels the student and is particularly attentive to the student's non-verbal behavior. He recognizes the behavior as best as he can and responds to it. The session lasts five minutes.
4. During the session the observer trainee records the non-verbal behavior and the subsequent counselor responses.
5. At the end of the role playing session, a five minute feedback period occurs. During this time the observer and counselor check out the student's non-verbal behavior and clarify their interpretations. The observer and student give the counselor feedback as to the appropriateness and inappropriateness of his responses.
6. The exercise is repeated until each member of the triad has participated in each role.

Skill Three - Non-Directive Ways of Responding

Arbuckle, in Guidance and Counseling in the Classroom, noted that the role of teachers in counseling had increased with the advent of client-centered and non-directive approaches to counseling.

The six basic counseling skills that are included in the workshop were chosen because of their client-centered and non-directive nature. A client-centered approach is stressed in order to help teachers acquire a non-directive approach. This is in contrast to the directive approach many teachers employ in the classroom.

The six positive techniques that are included in the workshop are simple acceptance, structuring, reflection of feeling, non-directive leads, supportive statements, and reassurance. They are defined as follows:

Simple acceptance: A type of response that indicates acceptance and understanding.

Structuring: A simple explanation of the type of relationship that exists between the student and teacher-counselor.

Reflection of feeling: An expression in fresh words, of the essential attitudes expressed by the student, to mirror his attitudes for his own better understanding, and to show that he is understood by the teacher-counselor.

Non-directive leads: A very general question designed to open the conversation but not direct it.

Supportive statements: Statements of recognition and appreciation of the student designed to get deeper into the problem to discover the extent and the cause of the difficulty.

Reassurance: A form of praise and positive evaluation of the student by the teacher-counselor.

Examples and explanations of each technique are given and teacher-counselor trainees explore and discuss them until they have a grasp of their workings and functions.

The trainees are also warned against the use of negative ways of responding. These include criticism, interpretation, persuasion, advice, identification and information slanting. They are defined as follows:

Criticism: A negative evaluation of the student by the teacher-counselor.

Interpretation: Any attempt, partial or complete, to explain the student to himself; pointing out to the student the way in which different aspects of his behavior are related; attempting to show cause and effect relationships which the student has not expressed.

Persuasion: Marshalling the reasons why the student should adopt the actions and goals advised by the teacher-counselor.

Advice: Indicating, in any fashion, the steps or actions the student should take or the standards of attitudes that he should adopt.

Identification: A response that identifies the teacher-counselor with the same experience being described.

Information slanting: Giving facts in a way that directs the decision of the student.

As in the discussion and explanation of positive techniques, the trainees explore, through examples, the workings of negative ways of responding.

During the role playing practicum, the trainees have an opportunity to increase their understanding of the techniques and gain confidence in their proper usage.

Non-Directive Ways of Responding Exercise

Purpose: To help teacher-counselor trainees develop a fuller awareness of the importance of positive responses to students through the use of non-directive counseling techniques.

Prior to this session, trainees prepare an account of a problem that can be used in a role playing situation.

1. Teacher-counselor trainees are split into triads.
2. One trainee in the triad takes the part of the student, another the part of a counselor, and another the part of an observer.
3. The student trainee role plays a counseling session and relates his problem to the counselor trainee. The counselor trainee counsels the student and concentrates on the use of six positive, and the avoidance of six negative counseling skills. The session lasts five minutes.
4. The observer concentrates on the observer's ways of responding to the student. With the use of a check list, he notes the counselor's responses.
5. At the end of the role playing session, the observer and student give the counselor feedback as to his modes of responding. The feedback session lasts five minutes.
6. The members of the triad rotate roles and repeat the exercise until each member plays each role.

Skill Four - Role Communication

Role communication skills are included in the workshop because of the need for trainees and their publics to clearly understand the teacher-counselor concept.

When the teacher-counselor arrangement is introduced into a school, it needs to be well defined and explained. Being a new role for the teacher, the teacher must be able to distinguish its various functions. Often the successful adaptation of the role requires attitudinal changes on the part of the teacher. He must perceive his relationships with students in different ways than as a classroom teacher.

It is believed that the discussion and practicum exercises will help the teacher to understand the importance of adequate communication of his role. It is also hoped that these exercises will clarify any misconceptions that the teacher-counselor trainees may have about the role.

Role Communication Exercise

Purpose: To help teacher-counselor trainees develop a fuller awareness of the importance of adequate communication of their role.

Prior to the session, trainees prepare five questions that a parent, a student and an administrator might ask a teacher-counselor about his role.

1. Teacher-counselor trainees are split into groups of four.
2. One trainee in the group takes the part of the teacher-counselor. The other three trainees role play a parent, a student and an administrator.
3. Responding to the questions of the parent, student and administrator, the teacher-counselor exercises his ability at role communication. The session lasts five minutes.
4. A feedback session of five minutes follows. During this session, the student, parent and administrator trainees give the teacher-counselor feedback pertaining to his conception and communication of his role.
5. The four members in each group rotate roles until each trainee has had a chance to role play the teacher-counselor.

Skill Five - Setting Atmosphere of Acceptance

Of major importance is the atmosphere the teacher-counselor creates in the counseling session. To achieve a permissive and supportive atmosphere, where respect for the individual is uppermost, requires skill and practice. However, a safe and non-threatening atmosphere will enable the student to feel quite comfortable. It is in this type of atmosphere that a student will more easily be able to engage in the process of becoming who he is.

Carl Rogers in his book, On Becoming a Person expresses this belief and the effects that can be expected.

If I can create a relationship characterized on my part:

- by genuineness and transparency, in which I am my real feelings;
- by a warm acceptance of and prizing of the other person as a separate individual;
- Then the other individual in the relationship:
 - will experience and understand aspects of himself which previously he has repressed;
 - will find himself becoming better integrated, more able to function effectively;
 - will become more similar to the person he would like to be;
 - will be more self-directing and self-confident;
 - will become more of a person, more unique and more self-expressive;
 - will be more understanding, more acceptant of others;
 - will be able to cope with the problems of life more adequately and more comfortably.¹⁵

Teacher-counselor trainees are given six techniques to aid them in creating an atmosphere of acceptance. These include the

¹⁵Carl R. Rogers, On Becoming a Person (Boston: Houghton Mifflin, 1961), pp. 37-38.

concentration on establishing rapport, the use of supportive statements, the response to the point of what is being said, the giving of positive reinforcement, an avoidance of criticism of the student, and a lack of negative judgments on his life style.

These techniques are explored and discussed through the use of small group procedures. During the practicum the trainees try out the techniques in order to create pleasing atmospheres.

As with the practicum of the other skills, it is hoped that the skill exercises will make trainees aware of the importance of creating supportive atmospheres in their counseling situations.

Setting Atmosphere Exercise

Purpose: To help teacher-counselor trainees develop a fuller awareness of the importance of creating supportive and accepting atmospheres in their counseling sessions.

1. Teacher-counselor trainees are split into triads.
2. One trainee takes the part of a student, another the part of a counselor, and another the part of an observer.
3. Beginning with the student's entrance into the counseling room, the counselor attempts to create an atmosphere of acceptance. As the student relates his problem, the counselor attempts to maintain this atmosphere as he counsels him. The role playing session lasts five minutes.
4. The observer focuses on the teacher-counselors use of skills to produce an accepting atmosphere. He records these skills as the teacher-counselor uses them.
5. There is a five minute feedback session in which the observer and student confer with the counselor on his use of the skills.
6. Members of the triad rotate roles and repeat the exercise until each member plays each role.

Summary

The curriculum for in-service training of teacher-counselors is composed of two parts. The first deals with the cognitive aspects of the program and those areas of the teacher-counselor arrangement that must be grasped in order to understand its functioning in the overall school setting. These areas include the role itself, its relation to the school's professional counselor, possible pitfalls and problems inherent in the program and added advantages. The modes of instruction used during the first part of the curriculum include large and small group instruction.

The second part of the curriculum deals with the understanding, practice and observation of selected skills. The skills of listening, detection and recognition of non-verbal behavior, non-directive ways of responding to students, role communication and setting of atmosphere are included in this section. The modes of instruction include large and small group instruction for the purpose of understanding selected skills; small group and individualized learning for the purpose of practice and observation of skills and for feedback sessions.

As the trainees go through the role playing practicum, they have an opportunity to strengthen their counseling techniques and gain more self confidence in the role of teacher-counselor. Through observation and feedback sessions the trainees come to a clearer understanding of the dynamics of a counseling session. They have an

opportunity to attain a degree of comfort in a counseling atmosphere and meld their particular personality traits with objective skills.

The role playing model and skill exercises can be used by trainees at any time the trainee wishes to strengthen his skills. In fact, it is hoped that the model of observation, practice and feedback will be continued after the close of the formal workshop.

CHAPTER IV

METHODS AND PROCEDURES

This chapter will include background on the selection of the subjects, the counselor/facilitator's background, the modes of instruction used during the in-service training sessions and the time patterns followed. Also included in this section will be the research design, instrumentation chosen, and the problem and hypothesis presented.

Subjects

The subjects ranged in age from twenty-one to fifty-four years. They came from various parts of the United States and were recently employed a few months prior to the workshop. They were to constitute the staff of a newly constructed high school. Employment at the new school necessitated moving their homes and families in most cases. The subjects were all certified teachers and represented the science, mathematics, foreign language, history, language arts, industrial arts, physical education and business departments. A total of sixty subjects participated in the workshops.

The school's philosophy stressed the importance of relationships as a key factor in the educational program. Faculty members were hired with the understanding that they would be teacher-counselors and engage in teacher-counselor functions.

The program anticipated at the high school was innovative in that the specific creation of a humane atmosphere and a concentration on individualized instruction were the main goals of the high school program.

The workshop for in-service training of teacher-counselors was one effort toward achieving the goal of creating a humane school.

While sixty subjects participated in the workshop, forty-nine were finally used in the evaluation procedures. Eleven subjects could not be included as they did not complete both the pre-test and the post-test or a section of the workshop. This was not because these subjects dropped out of the in-service training program, but rather because they missed one or two of the testing, instructional, or lab sessions.

Counselor/Facilitator's Background

The counselor/facilitator is intensely committed to the concept of relationship as a key factor in an innovative school. The in-service facilitator aims at helping the teacher-counselor trainees to begin to look at themselves in the role of a teacher-counselor, their attitudes concerning relationships with students, and their communication skills. While a portion of the in-service program calls for a certain amount of large group instructional input, the counselor/facilitator believes that the greatest amount of teacher-counselor learning takes place in small group sharing and lab experiences. Consistent with Roger's theory that a counselor must believe in the client's ability to help himself, the counselor/facilitator believes that the teacher-counselor trainees learn best through experience. The counselor/facilitator views the in-service training sessions as an awareness producing phenomenon.

He must understand the teacher-counselor concept in its functioning in the innovative school. Furthermore, he must be skilled in

producing an atmosphere where basic counseling techniques can be learned and experienced. He must be able to communicate the concept, use and importance of listening skills, non-verbal communication skills, non-directive counseling skills, skills for setting accepting atmospheres, and role communication skills. At the same time, he must be sensitive to the fact that all trainees learn in different and unique ways. While the counselor/facilitator gives skill definitions, allows for small group discussions, and lab experiences, he is aware that each teacher-counselor trainee will use the skills in a way that comfortably blends with his own personality. He is therefore satisfied when the teacher-counselor trainee acquires a feel for the denotation and connotation of each skill.

Methods of Instruction

Large and small group instruction were used during the first part of the workshop and with that part of the workshop that dealt with the cognitive understanding of selected skills. Small group methods also included question and discussion sessions.

The practicum sessions were done completely through the use of small groups and relied heavily on the use of role playing. Individual practice and observation within the small group was the main mode of instruction. The director of the workshop acted as supervisor and facilitator.

Two sections of the workshop called for home study. These included the preparation of an autobiographical account, a typical student problem, an opinion on a controversial topic, the exposure of

four emotions through the use of non-verbal behavior and a selection of readings.

Time Pattern

The workshop was one week in length.

Day one was devoted to the pre-test. It was administered in a large group session. There were no verbal instructions as all instructions were included on the test itself.

On day two the trainees were instructed in the concept and role of the teacher-counselor; the functions of the teacher-counselor; the teacher-counselor's relationship to the professional counselor; problems and pitfalls as well as advantages of the teacher-counselor arrangement. This provided the material for role communication.

Day three concentrated on instructing trainees in the skills of listening, non-verbal communication, non-directive ways of responding, and the setting of atmosphere.

During the evening of day three the trainees were assigned home study in preparation for the practicum sessions on day four.

Day four consisted of five practicum sessions. Each session allowed for each trainee to observe and try out a particular skill and receive feedback as to his performance. The purpose of the practicum was to help trainees develop a greater awareness of the importance of what they had learned cognitively.

The evening of day four again called for home study and the trainees were given a few short selected readings.

Day five was devoted to the post-test.

Six months following the workshop, feedback in the form of an anecdotal record was collected from the trainees. During the six months that elapsed the trainees had functioned as teacher-counselors.

Research Design

The research design that was used during the teacher-counselor workshop was a simple pre-test, post-test design with no control group.

The rationale to use a pre-post test design included two main reasons. First, it was necessary to know what importance the trainees placed upon the five concepts before the workshop began. Second, the use of the post-test showed the growth that took place over the in-service program.

No control group was used because of the nature of the in-service training program.

The author was not interested in making comparisons between one in-service program and another or proving one program in one school to be better than in another school. Rather, the author was mainly interested in finding out if something happened in this one workshop.

With the use of control groups, one usually has the liberty to use randomized groups for the treatment and control groups. With in-service training in schools, the nature of the program does not allow for randomizing. One can rarely get a true control group in in-service training because the program is set up for a specialized group. For example, the group is an entire faculty, or a segment of a faculty that has a specific reason for taking an in-service program. Randomizing would eliminate some members of the specialized group who needed

to take the workshop.

There is a methodological weakness however, in not using a control group. The author will not be able to state with certainty that her in-service training program was the direct cause of the change. However, the replication of the study with the same concepts for different groups should minimize this uncertainty if there is a display of consistent results. If random results occur, the curriculum and instructional modes would need to be examined.

Instrumentation

The object of the in-service training program is that all teachers by the end of the workshop will think certain selected concepts are important. The semantic differential based upon the semantic differential developed by Rollin (1969) was chosen because the instrument attempts to measure an individual's attitude towards a specific concept.

It has a high reliability, usually around .68-.70, can be easily scored, is easily administered, and provides interesting information.

The twenty-four item instrument used in this study was based upon a semantic differential of thirty-six items with a retest reliability computed at .83. The twelve items deleted from the Rollin's scale are listed in the appendix. These items were not considered pertinent to this study.

Because it can be easily scored, information as to where the stress should be placed during the in-service training program can be

gathered quickly from the pre-test. Typically, we come into an in-service program with pre-conceived notions of people's attitudes toward certain concepts. The use of the semantic differential is one way of finding out what those concepts actually are before beginning the workshop.

In a word, the semantic differential gives the author a handle on what to concentrate on during the workshop, as well as an indication of the effectiveness of the workshop.

A second instrument in the form of an anecdotal report was also used. Six months after the completion of the workshop, twenty-two of the trainees completed the anecdotal reports. The questions on the report were very general. The trainees were asked to be as specific as possible in their responses. The general format of the questioning was done purposely to allow trainees the freedom to respond to whatever area of the workshop was of help to them.

The Problem and Hypotheses

The study included in this thesis is an attempt to develop and test an in-service curriculum for teacher-counselors. To date, this type of an in-service program has not been developed or tested. Five hypotheses were presented to test the feasibility of the in-service curriculum for teacher-counselors. The hypotheses stated that the semantic differential scores of the five concepts included in this study would become significantly more favorable at the end of the workshop than before.

The interpretation of significantly more favorable meant that

teachers would place more importance upon each of the five concepts after the workshop than they had before. The five hypotheses are as follows:

Hypothesis 1: The semantic differential scores on the concept of listening will become significantly more favorable at the end of the workshop than they were before.

The concept, listening, was defined as the ability to free oneself of distractions and give another full attention to really hear what he is saying.

The semantic differential was used as the outcome measure for this hypothesis. The data collected from the semantic differential included information on how the group changed on the concept of listening over the period of the workshop. By the uses of the t test, the author was able to determine if there was a significant difference in the group's attitude toward the concept.

Hypothesis 2: The semantic differential scores on the concept of non-verbal communication will become significantly more favorable at the end of the workshop than they were before.

The concept, non-verbal communication, was defined as the ability to communicate thoughts and feelings without the use of the spoken word, but rather through bodily expressions, movements and posture.

The semantic differential was used as the outcome measure for this hypothesis. The data collected from the semantic differential included information on how the group changed on the concept of

non-verbal behavior over the period of the workshop. By the use of the t test, the author was able to determine if there was a significant difference in the group's attitude toward the concept.

Hypothesis 3: The semantic differential scores on the concept of non-directive ways of responding will become significantly more favorable at the end of the workshop than they were before.

The concept, non-directive ways of responding, was defined as the ability to avoid directing another's thoughts, values or choices.

The semantic differential was used as the outcome measure for this hypothesis. The data collected from the semantic differential included information on how the group changed on the concept of non-directive ways of responding over the period of the workshop. By the use of the t test, the author was able to determine if there was a significant difference in the group's attitude toward the concept.

Hypothesis 4: The semantic differential scores on the concept of role communication will become significantly more favorable at the end of the workshop than they were before.

The concept, role communication, was defined as the ability to relate to another person or persons a particular role or job description.

The semantic differential was used as the outcome measure for this hypothesis. The data collected from the semantic differential included information on how the group changed on the concept of role communication over the period of the workshop. By the use of the t test, the author was able to determine if there was a significant

difference in the group's attitude toward the concept.

Hypothesis 5: The semantic differential scores on the concept of setting an atmosphere of acceptance will become significantly more favorable at the end of the workshop than they were before.

The concept, atmosphere of acceptance, was defined as the creation of a mood whereby another person feels very secure that he, his behavior, opinions and values are accepted.

The semantic differential was used as the outcome measure for this hypothesis. The data collected from the semantic differential included information on how the group changed on the concept of setting an atmosphere of acceptance over the period of the workshop. By the use of the t test, the author was able to determine if there was a significant difference in the group's attitude toward the concept.

Summary

In this chapter the subjects and methods of instruction employed, the time pattern, research design and instrumentation used, and the problem and hypotheses presented have been detailed.

The t test was used to test the differences between pre-test and post-test scores for the group.

The research design used did not include a control group because of the nature of the in-service program.

The results of the testing of the hypotheses and the discussion of those results will be reported in chapter five.

CHAPTER V

ANALYSIS AND DISCUSSION OF THE DATA

The overall goal of this study was to design an in-service training program for teacher-counselors and test the curriculum to determine if the workshop effected any change in the attitude of the trainees who participated in the workshop. The basic attitudinal change that was anticipated centered around the importance trainees placed upon five concepts both before and after the workshop.

In this chapter, an analysis and discussion of the data on each hypothesis tested will be presented. The t test was used to test the differences between the pre and post test scores.

Also included in this chapter will be discussions of the data ascertained from six month anecdotal reports, of the limitations of the study and of the implications for further study.

Concept - Listening

Hypothesis 1: The semantic differential scores on the concept of listening will become significantly more favorable at the end of the workshop than they were before.

To test hypothesis 1, a t test was used to compute the scores between the pre-test and post-test of the group. Results of this analysis may be seen in Table I.

As indicated in Table I, there was statistical significance at the .05 level between the pre-test and post-test. It should be noted that out of the 24 scales used, the group's attitude was significant at the .05 level on two scales; at the .02 level on one scale; at the .01 level on eight scales and on the .001 level on two scales.

The change on the scores of the scales indicates that after the workshop, the group's attitude toward the importance of the concept of listening was significant. Due to this statistical significance, the hypothesis was accepted.

Concept - Non-Verbal Communication

Hypothesis 2: The semantic differential scores on the concept of non-verbal communication will become significantly more favorable at the end of the workshop than they were before.

To test hypothesis 2, a t test was used to compute the scores between the pre-test and post-test of the group. Results of this analysis may be seen in Table II.

As indicated in Table II, there was some statistical significance at the .05 level between the pre-test and post-test. There was very little significance at the .02 level. Out of the 24 scales, the group's attitude was significant at the .05 level on five scales. The group's attitude was significant at the .02 level on three scales.

The lack of change on the scores indicated that after the workshop, the group's attitude toward the importance of the concept of non-verbal communication was not significantly changed. The few changes that did occur, particularly at the .02 level, could be significant on an individual basis or could be the result of chance. Due to the lack of statistical significance, the hypothesis was rejected.

Concept - Non-Directive Ways of Responding

Hypothesis 3: The semantic differential scores on the concept of non-directive ways of responding will become significantly more favorable at the end of the workshop than they were before.

To test hypothesis 3, a t test was used to compute the scores between the pre-test and post-test of the group. Results of this analysis may be seen in Table III.

As indicated in Table III, there was a good amount of statistical significance at the .05 level between the pre-test and post-test. The group's attitude was significant at the .05 level on two scales, at the .02 level on one scale, at the .01 level on three scales, and at the .001 level on fourteen scales.

The change on the scores of the scales indicates that after the workshop, the group's attitude toward the importance of the concept, non-directive ways of responding, was highly significant. Due to this statistical significance, the hypothesis was accepted.

Concept - Role Communication

Hypothesis 4: The semantic differential scores on the concept of role communication will become significantly more favorable at the end of the workshop than they were before.

To test hypothesis 4, a t test was used to compute the scores between the pre-test and the post-test of the group. Results of this analysis may be seen on Table IV.

As indicated in Table IV, there was statistical significance at the .05 level between the pre-test and post-test. It should be noted that out of the 24 scales used, the group's attitude was significant at the .05 level on two scales, at the .02 level on three scales, and at the .01 level on three scales. There was no statistical significance at the .001 level.

The change on the scores of the scales indicates that after the workshop, the group's attitude toward the importance of the concept, role communication, was slightly significant. Due to this small amount of statistical significance, the hypothesis was rejected.

Concept - Setting Atmosphere of Acceptance

Hypothesis 5: The semantic differential scores on the concept of setting atmosphere of acceptance will become significantly more favorable at the end of the workshop than they were before.

To test hypothesis 5, a t test was used to compute the scores between the pre-test and post-test of the group. Results of this analysis may be seen in Table V.

As indicated in Table V, there was statistical significance at the .05 level between the pre-test and post-test. It should be noted that the group's attitude was significant at the .05 level on two scales, at the .02 level on two scales, at the .01 level on three scales, and at the .001 level on one scale.

The change on the scores of the scales indicates that after the workshop, the group's attitude toward the concept, setting atmosphere of acceptance, was significant. Due to this statistical significance, the hypothesis was accepted.

From the fact that three of the five hypotheses tested yielded affirmative results, it can be stated that the goal of the workshop to effect change in the group's attitude towards selected counseling skills was successful.

The evidence accumulated in the six month anecdotal reports supported the statistical evidence, except in the case of concept four. The anecdotal evidence on concept four was more favorable than was the statistical evidence.

Of the twenty-two anecdotal reports submitted six months after the workshop, nineteen trainees stated the workshop had been of help to them during the past six months; two stated it was somewhat of a help to them during the past six months; one stated it was not a help to him during the past six months.

Fourteen trainees specifically referred to the help derived from the role playing skill sessions. Among these comments were:

Tom: It helped me to become a better listener and to understand the process involved.

Karen: The role playing and listening techniques were very helpful. They provided a firm basis and eased the queasy feeling that I had before the start of my teacher-counselor functions.

Elaine: The exercises on listening were particularly helpful. The role playing, talking and listening to kids (trainees), and building confidence helped in the first teacher-counselor meetings with the kids.

Jim: The best part was simulated interviews with students (trainees).

Rob: I think that role playing teacher-counselor situations was helpful, especially in trying to practice a non-directive, non-judgemental questioning technique.

Four of the trainees commented that these role playing sessions helped them to get to know each other better.

Karen: The role playing was one of the best parts of the workshop in helping us to get to know one another.

Peter: The most helpful was the opportunity of triads to get acquainted.

Thirteen trainees mentioned the help derived from the large group lecture sessions.

Bruce: From the sessions, I got some kind of insight toward the type of school structure I was getting involved with.

Leland: The workshop helped me to be much more organized than I probably would have been. It helped me to stress for the advisee the need for his or her responsibility to organize, plan, change, program himself.

Alan: The general orientation to counseling in general, and the awareness of various methods and approaches helped me.

A question on the anecdotal report asked for areas that presented the most difficulty to teacher-counselors during their six months of operation. Six trainees noted that a lack of time to adequately work with students presented a difficulty.

Bruce: The fact that I did not have enough time to work with twenty-two students effectively...

Bruce: Using time effectively to deal with all students, not just problem students...

Jan: Finding sufficient time. I have found that my scheduled conferences have tended to fall by the wayside. On the other hand, the scheduled interviews did establish a relationship which eased informal contacts later on.

Five trainees commented on the difficulty the duality of role, teacher and teacher-counselor, presented for them.

Rob: Balancing off the policeman function versus the supportive counselor function.

Karen: The discipline problems -- dealing with peer group pressure (on discipline problems)

Thomas: Combination of discipline and counselor roles

The lack of time that teacher-counselors complained about is seen as an administrative problem. Administration must give teacher-counselors adequate time to perform their counseling functions.

The difficulty expressed due to the duality of the role has been found to be inherent in the beginning of a program as described in the section on possible problems and pitfalls.

Discussion

An attempt will be made in this section to speculate on the data results of each scale and to make some comparisons between skills.

The goal of the workshop was to affect a change in the attitude of the participants. It was assumed and hoped that with a greater awareness of the importance of each counseling skill, the teacher-counselor trainees would go on to study and change their behavior.

Osgood, in his book, The Measurement of Meaning, views the semantic differential as a very general technique for measuring attitude

and attitudinal change. He believed that most of the variants in human semantic judgements could be explained in terms of a relatively small number of factors. And further believed, these factors to be completely general over both subjects and concepts and always represented by the same set of scales.

Typically, three dimensions or factors come out of research employing the semantic differential--evaluation, potency, and activity. The relative weights of these factors have, according to Osgood's research, been fairly consistent: evaluation accounting for approximately double the amount of area due to either potency or activity; these two in turn being approximately double the weight of any subsequent factors.

The results of the data gathered from the pre-test and post-test in the present study is consistent with Osgood's speculations.

Of the twenty-four scales used in the semantic differential, thirteen scales represented the evaluative factor, four the potency factor, two the activity factor, and five, other factors. (Appendix C)

Scales on the concept, listening that showed significant change were:

Evaluative (good-bad, useful-useless, negative-positive, dishonest-honest, respectful-disrespectful, thoughtful-thoughtless), potency (deep-shallow), activity (sharp-dull), other (open-closed).

Scales on the concept, non-verbal communication that showed significant change were:

Evaluative (successful-unsuccessful, thoughtful-thoughtless),

Scales on the concept, non-directive ways of responding that showed significant change were:

Evaluative (good-bad, pessimistic-optimistic, successful-unsuccessful, meaningless-meaningful, useful-useless, true-false, negative-positive, dishonest-honest, respectful-disrespectful, thoughtful-thoughtless, interesting-uninteresting), potency (potent-impotent), other (open-closed, friend-enemy).

Scales on the concept, role communication that showed significant change were:

Evaluative (complex-simple), potency (potent-impotent, male-female).

Scales on the concept, atmosphere of acceptance that showed significant change were:

Evaluative (negative-positive, respectful-disrespectful, thoughtful-thoughtless).

In summary, scales that showed significant change on two or more concepts were, thoughtful-thoughtless on four concepts, respectful-disrespectful on three concepts, negative-positive on three concepts, successful-unsuccessful on two concepts, good-bad on two concepts, meaningless-meaningful on two concepts, useful-useless on two concepts, honest-dishonest on two concepts, and open-closed on two concepts.

The author was heartened by the fact that the scales that showed the most amount of change on more than two concepts were thoughtful-thoughtless, respectful-disrespectful, and negative-positive. The three words, thoughtful, respectful, and positive would seem very consistent

with Roger's philosophy of counseling, upon which much of the workshop was based, and the author's own philosophy is based. To take a thoughtful, respectful and positive stance toward a student in a counseling situation would reflect an attitude most consistent with the goals of the workshop.

The skills of listening, non-directive ways of responding, and setting atmospheres of acceptance were the three concepts of the five presented in this study that showed overall significant change. That these three concepts also showed significance on the same scales, thoughtful, respectful, and positive would lead to the assumption that the underlying Rogerian philosophy is also recognized.

It is also assumed that with the awareness of the importance of these skills in counseling, the trainees will go on to study further and subsequently change their behavior in their use of them.

Limitations of the Study

That the study has certain limitations is not unusual as most studies, no matter how carefully planned, do have weaknesses. This study is no exception to certain weaknesses or limitations.

One limitation includes the fact that no factor analysis could be done because of the small N. If the factor analysis could be done, more direction could be given to concepts in later instructional sessions.

Another limitation pointed to the fact that too many scales were used for each concept. This tended to complicate the data without any necessity. For factoring on the semantic differential only three scales per factor need to be used. The semantic differential usually

contains the three factors of potency, activity and evaluation. Hence, in factoring, only nine scales would be needed.

A third limitation pointed to the need for replication of the study to fully evaluate the uncertainty brought about by the lack of a control group. If consistent data was obtained from similar studies, it would show that the lack of control group would have little or no effect on the final data analysis. If random data was obtained from similar studies, further investigation would have to be made on the curriculum, modes of instruction, and instrumentation.

A fourth limitation is seen with the use of a multiple t test. Because of the use of twenty-four different t tests for each concept, one would have to expect a number of different t's to occur by chance. For example, this could have been the case on concept two--non-verbal communication, as opposed to concepts one and three.

Finally, a limitation occurred on the form of the anecdotal record. More specific questions should have been included for each concept in order to gain clearer insights on various areas of the workshop.

Implications of the Study

As previously stated, replications of this study should be made to determine the effect of a lack of control group.

Secondly, various types of assessment instruments should be used to further determine the effectiveness of the curriculum and instructional modes.

Thirdly, this study was not directed towards a particular

concept. It would be of interest for further study to analyze the pre-test results before the start of the workshop and on the basis of these results, direct the study toward stressing particular concepts.

Another implication for further study would be to use the workshop with a larger number of trainees. If this were done, the factor analysis could be made.

Finally, a very important implication would be the redefining of a subject-centered teacher's role to a student-centered teacher-counselor's role.

Summary

Both the statistical and anecdotal results seem to indicate that the in-service workshop for teacher-counselors was a success.

The cognitive first part of the curriculum and the skill exercises of the second part of the curriculum were, according to the anecdotal results, helpful. However, according to the statistical results, the second part of the curriculum was more successful. This is ascertained from the fact that concepts one, three and five, which showed statistically significant changes between pre-test and post-test scores, were dealt with in the second part of the curriculum. Concept four, which did not show a statistically significant change between the pre-test and post-test scores, was dealt with in the first part of the workshop.

Finally, the limitations of the study and the implications for further study have been presented.

Concept - Listening

Scale	T- Value	df	Significant
1	-2.95	48	.01
2	-1.35	46	
3	-2.15	48	.05
4	0.34	48	
5	-0.56	47	
6	-4.54	48	.001
7	-1.55	48	
8	1.06	48	
9	-3.53	48	.01
10	-2.57	48	.02
11	-3.38	48	.01
12	-0.16	47	
13	-1.17	47	
14	-2.83	47	.01
15	-3.86	48	.01
16	0.33	47	
17	-4.33	47	.001
18	-0.58	48	
19	-2.89	48	.01
20	-3.29	48	.01
21	-3.47	48	.01
22	-2.44	48	.02
23	-1.85	48	
24	-0.99	47	

Critical Value at .001 level = 3.551

Critical Value at .01 level = 2.704

Critical Value at .02 level = 2.423

Critical Value at .05 level = 2.021

Table I

Semantic Differential

Concept - Non-Verbal Communication

Scale	T - Value	df	Significant
1	0.32	48	
2	0.67	48	
3	1.33	47	
4	-0.26	47	
5	2.38	48	.05
6	0.43	48	
7	3.03	48	.01
8	1.94	48	
9	0.52	48	
10	0.33	48	
11	0.35	48	
12	-1.14	48	
13	2.44	47	.02
14	1.78	48	
15	1.50	48	
16	-0.91	48	
17	1.51	47	
18	-2.10	48	.05
19	2.25	47	.05
20	2.67	48	.05
21	3.87	48	.001
22	-0.33	48	
23	-1.24	48	
24	2.15	48	.05

Critical Value at .001 level = 3.551

Critical Value at .01 level = 2.704

Critical Value at .02 level = 2.423

Critical Value at .05 level = 2.021

Table II

Semantic Differential

Concept - Non-Directive Ways of Responding

Scale	T - Value	df	Significant
1	5.83	47	.001
2	3.76	47	.001
3	5.28	47	.001
4	-1.60	47	
5	2.36	47	.05
6	3.02	47	.01
7	4.04	47	.001
8	0.00	47	
9	4.63	47	.001
10	2.55	47	.02
11	3.99	46	.001
12	-1.42	47	
13	4.99	47	.001
14	2.11	47	.05
15	4.40	47	.001
16	2.89	47	.01
17	5.63	47	.001
18	0.00	47	
19	5.73	47	.001
20	5.56	47	.001
21	4.80	47	.001
22	4.27	47	.001
23	2.79	47	.01
24	4.70	47	.001

Critical Value at .001 level = 3.551

Critical Value at .01 level = 2.704

Critical Value at .02 level = 2.423

Critical Value at .05 level = 2.021

Table III

Semantic Differential

Concept - Role Communication

Scale	T - Value	df	Significant
1	1.69	48	
2	3.44	48	.01
3	0.60	48	
4	-2.57	48	.05
5	1.46	48	
6	2.36	48	.05
7	-0.32	48	
8	-3.38	47	.01
9	1.02	48	
10	-2.45	48	.02
11	-0.31	47	
12	3.10	48	.01
13	1.84	47	
14	-0.67	48	
15	-0.27	48	
16	-0.23	48	
17	0.82	47	
18	1.42	47	
19	1.89	47	
20	2.06	48	.05
21	0.86	47	
22	1.01	48	
23	1.77	48	
24	2.67	47	.02

Critical Value at .001 level = 3.551

Critical Value at .01 level = 2.704

Critical Value at .02 level = 2.423

Critical Value at .05 level = 2.021

Table IV

Semantic Differential

Concept - Setting Atmosphere of Acceptance

Scale	T - Value	df	Significant
1	-1.34	48	
2	-2.60	48	.02
3	-2.06	48	.05
4	2.01	48	
5	0.10	48	
6	-0.33	48	
7	-1.55	48	
8	-1.48	48	
9	1.49	48	
10	-2.31	47	.05
11	-2.63	47	.02
12	-0.74	48	
13	-1.09	48	
14	-1.24	48	
15	-4.52	47	.001
16	-0.65	48	
17	-1.44	48	
18	-1.95	48	
19	-1.80	48	
20	-2.81	48	.01
21	-2.75	48	.01
22	-0.66	48	
23	0.27	48	
24	-3.14	47	.01

Critical Value at .001 level = 3.551

Critical Value at .01 level = 2.704

Critical Value at .02 level = 2.423

Critical Value at .05 level = 2.021

Table V

Semantic Differential

CHAPTER VI

SUMMARY

The changing role of counseling services in schools has lead to the adoption of teacher-counselor programs. The teacher-counselor arrangement is not a new concept for, from the historical review of the literature, it can be seen that the teacher's involvement in counseling students has been in schools since at least the early 1900's. During the twentieth century there has been a rise and fall of teacher-counselor emphasis in American schools. During this time however, nothing has been done in the way of in-service training for teachers as teacher-counselors.

It was the object of this study to develop a curriculum for an in-service training program for teacher-counselors and then test the feasibility of that curriculum.

The in-service curriculum consisted of two parts. The first part was cognitive in nature and was given through the mode of large and small group instruction. The second part of the curriculum dealt with selected techniques and skill exercises and was given through the modes of large and small group instruction, small group simulation, and role playing sessions, individual observation, and feedback sessions.

The workshop was one week in length and included evening home study.

Sixty subjects participated in the workshop. They made up

the faculty of a newly established innovative school.

The research design chosen consisted of a pre-test, post-test model with no control group. Because of the nature of the workshop, no control group could be used.

The semantic differential and six month follow-up anecdotal reports were used for instrumentation.

Five hypotheses were tested and results of the study showed that there was significant statistical significance on three of the hypotheses to accept them.

The results of the study were discussed, as well as a discussion in terms of limitations of the study and implications for further research.

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NAME _____

DISCUSSION

On each of the preceding pages, there is a description of a series of 10 points. These points are the same as the points of the 10th series by dividing the series into 10 parts. The points are the same as the points of the 10th series, but the points are not the same as the points of the 10th series. If you are unable to understand the points, you may want to look at the points of the 10th series. The points are the same as the points of the 10th series, but the points are not the same as the points of the 10th series.

NOTE: The points are the same as the points of the 10th series.

Table 1: The points are the same as the points of the 10th series.

Table 2: The points are the same as the points of the 10th series.

Table 3: The points are the same as the points of the 10th series.

Table 4: The points are the same as the points of the 10th series.

APPENDICES

With the points of the 10th series, the points are the same as the points of the 10th series.

On the points of the 10th series, the points are the same as the points of the 10th series.

On the points of the 10th series, the points are the same as the points of the 10th series.

Table 1: The points are the same as the points of the 10th series.

Table 2: The points are the same as the points of the 10th series.

Table 3: The points are the same as the points of the 10th series.

Table 4: The points are the same as the points of the 10th series.

Table 5: The points are the same as the points of the 10th series.

Table 6: The points are the same as the points of the 10th series.

Table 7: The points are the same as the points of the 10th series.

APPENDIX A

NAME _____

DATE _____

DIRECTIONS:

On each of the following pages there is one concept and a scale of 24 polar terms. Rate each of the concepts on every scale of polar terms by circling the number that best represents your feelings. The number closest to the polar term represents the highest degree of association. If you are unable to assign a value to either one of the polar terms or if you feel neutral with regards to the polar terms for a specific concept, circle #4. e.g. Concept - Talking:

e.g. Concept - Talking:

Polar Terms: Bland 1 2 3 4 5 6 ⑦ Savory

Slow ① 2 3 4 5 6 7 Fast

Dark 1 2 3 ④ 5 6 7 Light

Forward 1 ② 3 4 5 6 7 Backward

With the polar terms "bland-savory," the participant felt savory had a high associative value to talking for him.

On the polar terms, "dark-light," the participant saw no association of the concept to the polar term or felt neutral and could not assign a value.

On the polar terms, "forward-backward," the participant associated forward with the concept talking to a fairly high degree.

Note that the numbers 1, 2, 3, 4, 5, 6, 7, do not of themselves denote value, but rather their position next to the polar term denotes the value of association.

Name: _____

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Concept: Listening - the ability to free oneself of distractions and give another full attention to really hear what he is saying.

good	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	bad
potent	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	impotent
pessimistic	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	optimistic
commonplace	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	bizarre
current	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	untimely
deep	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	shallow
successful	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	unsuccessful
male	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	female
meaningless	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	meaningful
passive	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	active
useful	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	useless
complex	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	simple
true	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	false
sharp	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	dull
negative	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	positive
new	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	old
dishonest	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	honest
tough	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	tender
open	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	closed
respectful	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	disrespectful
thoughtful	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	thoughtless
interesting	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	uninteresting
religious	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	irreligious
friend	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	enemy

Name: _____

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Concept: Non-verbal communication - the ability to communicate thoughts and feelings without the use of the spoken word, but rather through bodily expressions, movements and posture.

good	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	bad
potent	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	impotent
pessimistic	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	optimistic
commonplace	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	bizarre
current	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	untimely
deep	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	shallow
successful	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	unsuccessful
male	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	female
meaningless	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	meaningful
passive	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	active
useful	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	useless
complex	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	simple
true	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	false
sharp	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	dull
negative	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	positive
new	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	old
dishonest	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	honest
tough	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	tender
open	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	closed
respectful	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	disrespectful
thoughtful	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	thoughtless
interesting	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	uninteresting
religious	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	irreligious
friend	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	enemy

Name: _____

95

Concept: Non-directive approach - the ability to avoid directing another's thoughts, values or choices.

good	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	bad
potent	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	impotent
pessimistic	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	optimistic
commonplace	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	bizarre
current	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	untimely
deep	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	shallow
successful	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	unsuccessful
male	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	female
meaningless	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	meaningful
passive	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	active
useful	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	useless
complex	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	simple
true	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	false
sharp	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	dull
negative	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	positive
new	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	old
dishonest	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	honest
tough	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	tender
open	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	closed
respectful	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	disrespectful
thoughtful	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	thoughtless
interesting	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	uninteresting
religious	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	irreligious
friend	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	enemy

Name: _____

Concept: Role communication - the ability to relate to another person or persons a particular role or job description.

good	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	bad
potent	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	impotent
pessimistic	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	optimistic
commonplace	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	bizarre
current	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	untimely
deep	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	shallow
successful	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	unsuccessful
male	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	female
meaningless	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	meaningful
passive	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	active
useful	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	useless
complex	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	simple
true	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	false
sharp	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	dull
negative	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	positive
new	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	old
dishonest	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	honest
tough	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	tender
open	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	closed
respectful	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	disrespectful
thoughtful	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	thoughtless
interesting	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	uninterested
religious	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	irreligious
friend	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	enemy

Name: _____

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Concept: Atmosphere of acceptance - the creation of a mood whereby another person feels very secure that he, his behavior, opinions and values are accepted.

good	<u>1</u>	2	<u>3</u>	4	5	<u>6</u>	7	bad
potent	<u>1</u>	2	3	4	5	<u>6</u>	7	impotent
pessimistic	<u>1</u>	2	<u>3</u>	4	5	<u>6</u>	<u>7</u>	optimistic
commonplace	<u>1</u>	2	<u>3</u>	4	5	<u>6</u>	<u>7</u>	bizarre
current	<u>1</u>	2	<u>3</u>	4	5	<u>6</u>	<u>7</u>	untimely
deep	<u>1</u>	2	<u>3</u>	4	5	<u>6</u>	<u>7</u>	shallow
successful	<u>1</u>	2	<u>3</u>	4	5	<u>6</u>	<u>7</u>	unsuccessful
male	<u>1</u>	2	<u>3</u>	4	5	<u>6</u>	<u>7</u>	female
meaningless	<u>1</u>	2	<u>3</u>	4	5	<u>6</u>	<u>7</u>	meaningful
passive	<u>1</u>	2	<u>3</u>	4	5	<u>6</u>	<u>7</u>	active
useful	<u>1</u>	2	<u>3</u>	4	5	<u>6</u>	<u>7</u>	useless
complex	<u>1</u>	2	<u>3</u>	4	5	<u>6</u>	<u>7</u>	simple
true	<u>1</u>	2	<u>3</u>	4	5	<u>6</u>	<u>7</u>	false
sharp	<u>1</u>	2	<u>3</u>	4	5	<u>6</u>	<u>7</u>	dull
negative	<u>1</u>	2	<u>3</u>	4	5	<u>6</u>	<u>7</u>	positive
new	<u>1</u>	2	<u>3</u>	4	5	<u>6</u>	<u>7</u>	old
dishonest	<u>1</u>	2	<u>3</u>	4	5	<u>6</u>	<u>7</u>	honest
tough	<u>1</u>	2	<u>3</u>	4	5	<u>6</u>	<u>7</u>	tender
open	<u>1</u>	2	<u>3</u>	4	5	<u>6</u>	<u>7</u>	closed
respectful	<u>1</u>	2	<u>3</u>	4	5	<u>6</u>	<u>7</u>	disrespectful
thoughtful	<u>1</u>	2	<u>3</u>	4	5	<u>6</u>	<u>7</u>	thoughtless
interesting	<u>1</u>	2	<u>3</u>	4	5	<u>6</u>	<u>7</u>	uninterested
religious	<u>1</u>	2	<u>3</u>	4	5	<u>6</u>	<u>7</u>	irreligious
friend	<u>1</u>	2	<u>3</u>	4	5	<u>6</u>	<u>7</u>	enemy

APPENDIX B

TWELVE ITEMS DELETED FROM THE ROLLIN SEMANTIC DIFFERENTIAL:

Qualitative Factors

- Dark-Light
- Incomplete-Complete
- Small-Large
- Falling-Rising
- Bottom-Top
- Slow-Fast
- Forward-Backward
- Bland-Savory
- Smooth-Rough
- Wet-Dry
- Sloppy-Neat
- Cold-Hot

Quantitative Factors

- pleasant-unpleasant
- easy-difficult
- calm-excited
- rough-smooth

Attitudinal Factors

- pleasant-unpleasant
- rough-smooth

APPENDIX C

SEMANTIC DIFFERENTIAL SCALES

Evaluative Factor

good-bad

pessimistic-optimistic

commonplace-bizarre

successful-unsuccessful

meaningless-meaningful

useful-useless

complex-simple

true-false

negative-positive

dishonest-honest

respectful-disrespectful

thoughtful-thoughtlessness

interesting-uninteresting

Potency Factor

potent-impotent

deep-shallow

male-female

tough-tender

Activity Factor

passive-active

sharp-dull

APPENDIX D

NON-DIRECTIVE WAYS OF RESPONDING CHECKLIST

Positive

Simple acceptance

Structuring

Reflection of feeling

Non-directive leads

Supportive statements

Reassurance

Negative

Criticism

Interpretation

Persuasion

Advice

Identification

Information slanting

APPENDIX E

HOME STUDY

Suggested Readings

Excerpts

Inservice Training and Mental Hygiene Courses
Taken from:

The Role of the Teacher in the Guidance Program
by Roy Willey, and Melvin Dunn, McKnight &
McKnight, Illinois, 1964, pp. 32-35.

Restrictions and Contradictions Which Affect the Counselor
Taken from:

Counseling: An Introduction by Dugald S. Arbuckle,
Allyn & Bacon, Inc., Boston, 1961, pp. 236-240.

Trends and Emphases in the Relationship of the Teacher to
Guidance
Taken from:

Guidance in the Classroom by Ruth Strang, and
Glyn Morris, MacMillan Co., New York, pp. 6-8.

Problems and Possible Solutions
Taken from:

Teachers as Counselors by Alick Holden,
Constable & Co., Ltd., London, 1969, pp. 70-72.

APPENDIX F

SIX MONTH REPORT

Name _____

February, 1972

Was the August Teacher-Counselor Workshop of help to you during the past six months?

Yes _____ No _____

If yes, please state in what way it helped you. Please be as specific as possible. If no, what would have been helpful to you? Please be specific.

From your experience as a teacher-counselor, what areas presented the most difficulty to you?

